



YORK MIDDLE

1280 Johnson Road
York, SC 29745

Grades	7-8 Middle School	
Enrollment	787 Students	
Principal	Louvetta Dicks	803-684-5008
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Shirley Harris	803-684-3733

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

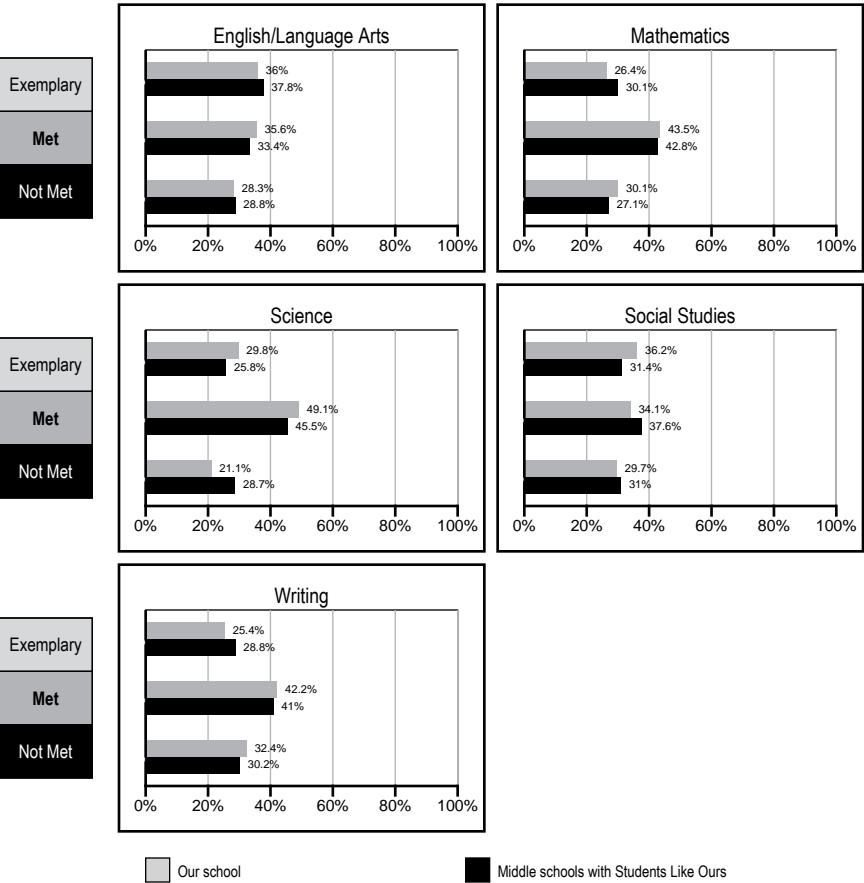
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	34	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	97.6%
English 1	93.8%	93.9%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	65.7%
US History and the Constitution	N/A	N/A
All Subjects	96.3%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=787)				
Students enrolled in high school credit courses (grades 7 & 8)	14.0%	Down from 45.9%	30.8%	24.5%
Retention rate	0.0%	Down from 1.6%	0.7%	0.7%
Attendance rate	95.6%	Down from 95.8%	96.0%	95.9%
Served by gifted and talented program	24.2%	Up from 18.8%	20.5%	17.8%
With disabilities other than speech	10.5%	Down from 15.1%	9.4%	9.2%
Older than usual for grade	1.8%	Down from 8.7%	1.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	0.6%	0.4%
Annual dropout rate	0.8%	Up from 0.2%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	59.6%	Down from 61.5%	61.6%	60.0%
Continuing contract teachers	87.7%	Up from 84.6%	86.1%	82.6%
Teachers returning from previous year	73.4%	Down from 84.5%	87.2%	85.6%
Teacher attendance rate	95.7%	No Change	95.3%	95.3%
Average teacher salary*	\$46,642	Down 3.4%	\$46,897	\$46,300
Professional development days/teacher	7.8 days	Up from 6.8 days	9.6 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 21.8 to 1	22.7 to 1	21.5 to 1
Prime instructional time	89.8%	Down from 90.7%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	99.3%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,694	Down 3.6%	\$7,382	\$7,634
Percent of expenditures for instruction**	69.4%	Up from 69.2%	64.4%	64.0%
Percent of expenditures for teacher salaries**	68.1%	Up from 65.8%	62.2%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

York Middle School embarked upon a year of exciting and successful first steps toward our vision of Building the foundation for tomorrow by sparking potential and inspiring success. The experienced and competent YMS faculty and staff continued the implementation of the Making Middle Grades Work framework and received encouraging feedback from the Technical Review Team members related to instructional practices and progress toward goal attainment. Teachers reviewed and utilized data to make sound instructional decisions to promote optimal learning allowing each child to reach his or her full potential. The use of ever-changing technology, the promotion of literacy across the curriculum, and the use of student-achievement data to drive instructional and curricular decisions directly correlate to our district goals and several belief statements.

York Middle School is committed to providing our students a diverse and innovative education. Consequently our teachers increased their expertise in such concepts as AlgeBridge, Technology based instruction and Common Assessment Designs. High expectations and academic excellence are constantly emphasized as we meet another of our goals of "Extra time and Extra help."

Our belief that education is a cooperative effort between the schools and the community has resulted in us becoming a NetSCOPE Partner School with Winthrop University. Through the NetSCOPE grant, the Cougars R.O.A.R. Character Education Program, and the use of mentors to provide academic and social support for the students, York Middle School is focused on the belief that a safe, orderly and nurturing environment is essential for learning.

Some of the more notable accomplishments from this year include: two students were state finalists in the Greatest Grandparents of SC Essay Contest, students placed 1st, 2nd, and 3rd in the National Career Development Poster and Poetry Contest, two students earned chairs in the York County Middle School Honor Band, four students participated in the SC Region 3 Honor Band, the Student Council raised and donated \$300 to PATH, the Quiz Team received three plaques and 22 ribbons after winning three out of four matches at the OEC Academic Arts Festival, 64 7th grade students qualified for the Duke TIP program, two students qualified for recognition in the Duke University Talent Search Program and one achieved state recognition, eight students qualified for the Academy for Summer Studies, and 30 8th graders qualified as Junior Scholars. An active PTO and Parent Volunteer Group and a supportive School Improvement Council were assets for the success of this new school. A sense of Cougar Pride permeates through the efforts of all students and faculty.

The 2010 – 2011 students, parents, faculty and community have laid the foundation for York Middle School to Build a strong foundation for tomorrow's leaders by sparking potential and inspiring success!

Louvetta Dicks, Principal

Austin Dawkins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	343	110
Percent satisfied with learning environment	74.4%	81.9%	86.2%
Percent satisfied with social and physical environment	76.9%	81.0%	77.6%
Percent satisfied with school-home relations	74.4%	90.1%	74.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	776	99	27.8	35.5	36.6	81.8	82	82.4	Yes	Yes
Gender										
Male	361	98.1	32.1	35.3	32.6	76.8	77.4	78.7	N/A	N/A
Female	415	99.8	24.3	35.8	40	86	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	580	99.1	23.9	35.1	40.9	85.3	85.7	88.9	Yes	Yes
African American	143	97.9	40.1	35.8	24.1	70.1	70.4	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	36	100	33.3	41.7	25	69.4	76.6	79.3	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	76.9	83	I/S	I/S
Disability Status										
Disabled	82	93.9	67.1	23.7	9.2	47.4	42.5	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	42.3	42.3	15.4	61.5	72.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	99.1	37	36.3	26.7	75.7	76.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	776	98.7	29.5	43.7	26.8	81.6	80.8	81.9	Yes	Yes
Gender										
Male	361	97.8	33.6	41.9	24.5	77.3	78	79.9	N/A	N/A
Female	415	99.5	26	45.3	28.8	85.3	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	580	98.8	27.2	41.7	31	83.1	83.3	88.9	Yes	Yes
African American	143	97.9	40.9	44.5	14.6	73.7	72.1	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	36	100	22.2	58.3	19.4	86.1	78.8	81.1	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	84.6	84.4	I/S	I/S
Disability Status										
Disabled	82	93.9	57.9	35.5	6.6	61.8	52.7	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	26.9	57.7	15.4	84.6	79.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	436	98.6	38.3	44.3	17.5	76.3	75.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	591	99	20.6	48.9	30.4	79.4	71.6	68.6
Gender								
Male	277	97.8	22.6	46	31.4	77.4	70.5	68.3
Female	314	100	18.9	51.5	29.6	81.1	72.7	68.9
Racial/Ethnic Group								
White	446	99.3	16.7	48.6	34.7	83.3	77	80.7
African American	104	97.1	31.3	53.5	15.2	68.7	54.9	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	28	100	42.9	35.7	21.4	57.1	61.8	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	53.3	70.8
Disability Status								
Disabled	62	93.6	36.8	47.4	15.8	63.2	43	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	18	100	50	35	15	50	56.7	60.7
Socio-Economic Status								
Subsidized meals	334	98.8	26.4	52.2	21.4	73.6	64	57.3

Social Studies

All Students	588	98.6	29.4	34.1	36.6	70.6	73	72.5
Gender								
Male	272	97.1	26.9	28.5	44.7	73.1	73.8	72
Female	316	100	31.5	38.7	29.8	68.5	72.3	73.1
Racial/Ethnic Group								
White	442	99.1	27	34.4	38.5	73	76.1	81
African American	108	96.3	39.8	32	28.2	60.2	61.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	26	100	30.8	26.9	42.3	69.2	71.3	69.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	72.2	73.5
Disability Status								
Disabled	65	90.8	59.3	28.8	11.9	40.7	40.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	35.3	23.5	41.2	64.7	71	69.7
Socio-Economic Status								
Subsidized meals	334	98.5	38.9	33.9	27.3	61.1	65.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	371	98.9	32.2	42.3	25.5	67.8	71	73.2	95.6	96
Gender										
Male	173	99.4	40.1	40.7	19.2	59.9	64.4	67.2	95.6	96.1
Female	198	98.5	25.3	43.7	31.1	74.7	77.3	79.4	95.5	96
Racial/Ethnic Group										
White	269	99.3	28	43.3	28.7	72	75.4	81.5	95.1	95.7
African American	75	98.7	44.4	37.5	18.1	55.6	58.5	61.3	97.1	97.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	97.6	97.7
Hispanic	18	100	47.1	41.2	11.8	52.9	60.5	66.7	96.7	96.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	72.7	72.2	94.8	95.4
Disability Status										
Disabled	36	94.4	N/AV	N/AV	N/AV	21.2	28.4	26	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	64.3	28.6	7.1	35.7	55.9	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	202	99	42.6	41.5	15.9	57.4	63.8	63.2	94.9	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	342	100	36.9	31.5	31.5	63.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	405	98.5	25.4	37.2	37.4	74.6
	8	371	99.5	30.4	33.8	35.8	69.6
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	342	100	28.3	48.2	23.5	71.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	405	98	26.8	38.8	34.4	73.2
	8	371	99.5	32.4	48.9	18.7	67.6
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	173	100	32.5	35.5	32	67.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	404	98.5	20.5	51.4	28.1	79.5
	8	187	100	21	43.6	35.4	79

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	169	100	35.3	33.5	31.1	64.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	405	98	32.1	32.9	35	67.9
	8	183	100	23.6	36.5	39.9	76.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	346	100	25.5	45.1	29.4	74.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	371	98.9	32.2	42.3	25.5	67.8

Abbreviations for Missing Data

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